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The System in German Schools. By E. GEORGE PAYNE. Frankfort: The Kentucky Department of Education, 1909. Pp. 75.

This bulletin of October, 1909, is the by-product of two years' study in Germany under authorization from the governor of Kentucky. The author's somewhat miscellaneous notes are organized with reference to elementary education, method of instruction, industrial schools, training of teachers, etc. There is a constant reference to the special needs of Kentucky schools, which are rather unmercifully scored, as, for that matter, are American schools in general. One questions the author's judgments when some of his statements are read. For instance, he tells of a young woman who planned to make her entire preparation to teach German in "one of the leading high schools" in Kentucky by spending six weeks on the subject at a summer school. Then he says, "I insist that 90 per cent of those attempting to teach the modern languages in the American schools, especially in the Kentucky schools, do not perform better work than this lady did in first-year German."

There are a number of good suggestions, as in the accounts of the "Mannheim special class system" and the continuation schools, but frequent overstatement, inadequate proofreading, and inconsistent capitalization obscure the good features. It is by no means so impossible to find poor teaching in Germany as Dr. Payne seems to think it is, nor is German thoroughness so extensive and so successful as he considers it to be. Germany can teach us much in these and other matters, but I fear that the present bulletin will not aid her greatly in doing so.

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Elements of German. A Practical Course for Beginners in German. By HENRIETTA K. BECKER AND LEWIS A. RHOADES. Chicago: Scott, Foresman & Co., 1909. Pp. 332.

There can be no doubt that the new edition of Becker's *Elements of German*, which appears under the title of *Becker-Rhoades Elements of German*, is a great improvement over the first edition. The German is more idiomatic, the more difficult stories are left out, and the grammatical notes are more concise.

The underlying principle of pedagogy, to extract the grammatical rules from the German story and to bring the verb to the very front, is better employed in this grammar than in any other which has lately appeared. But a drawback is the vocabulary, which is too large and too difficult for the high schools and too impractical for the colleges. Grammars should not be written in such a way as to attempt to serve the high schools and the colleges at the same time. We must come to the point where one grammar is written for the high schools and another for the colleges.

Foundations of German. By C. F. KAYSER AND F. MONTESER. New York: American Book Company, 1909. Pp. 224. \$0.80.

This grammar follows the plan of an older book by the same authors, although it is in reality a new book. The arrangement is not so good as in Becker and Rhoades, but the vocabulary is better selected and highly com-